Prince Edward Island
CANADA

Department of Education

Human Resources Strategic Plan 2003-2005

Department of Education

Human Resources Strategic Plan 2003 - 2005 Department of Education

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Front Cover Photograph:
Minister Gillan and Deputy Minister Shauna Sullivan Curley walk on the boardwalk with Department of Education activity challenge winners.

Left to right:
Minister Gillan, Nancy Fraser, Mary Sherry, Yvette Blanchard, Sherren Morrison, Debbie McKenna, Deputy Minister Shauna Sullivan Curley, Maureen Cudmore, Darlene Kneabone, Barb Trainor

Missing from Photo:
Rachelle Arsenault, Carol Fitzpatrick, Lucille Fontaine, Cheryl Perry, Myra Thorkelson, Lise Journault, Garth Turtle, Frank Hennessey, Clayton Coe, Guy Albert, Pauline Coady

Photo by Brian Simpson, PEI Government Photographer

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Supporting Our People

I am pleased to present this Strategic Human Resource Plan for the Department of Education for the years 2003 to 2005.

People are the most important element in the delivery of high quality educational services. It is therefore essential that we have good human resource planning processes in place to support our people and respond to critical issues affecting our education system.

This plan identifies several goals and strategies to meet our human resource needs over the next three years.

Our first goal is to improve service delivery by increasing our capacity to recruit in-demand professionals such as program and curriculum consultants, information technology staff, and bilingual personnel.

We will increase employee satisfaction by improving the performance development process; providing opportunities for employee wellness; and increasing training and professional development opportunities.

Finally, we will improve the quality of human resource planning by integrating human resource planning with strategic and operational planning; improving human resource information systems; and by determining a diversity profile, bilingual capacity, and ongoing human resource requirements for strategic initiatives.

The plan is consistent with the goals of our strategic plan and the provincial government corporate human resource strategy.

Thank you for your interest in the plan. Your comments and interest are most welcome.

Sincerely,

J. Chester Gillan
Minister of Education

Introduction

Government's Corporate Planning Process

The Government of Prince Edward Island has initiated a corporate planning process to ensure that services are provided in an efficient manner and that departments are prepared to meet changing needs. As part of the government-wide corporate planning process, a common planning framework has been developed by all government departments. This framework supports an integrated approach to program, human resource, and fiscal planning.

Government of Prince Edward Island Corporate Plan Framework

Program Planning

Budget/Fiscal Planning

Human Resource Planning

Corporate Human Resource Strategy

The Corporate Human Resource Strategy provides the foundation for all government departments to respond to anticipated challenges in the public service of Prince Edward Island. It identifies impending recruitment and retention challenges facing the public service in the coming decade.

Across the public service, individual departmental human resource plans will address corporate human resource priorities as well as critical human resource issues within each department. Departmental human resource plans will be analyzed to identify human resource issues and trends that are common across government. This information will be used by the Deputy Minister Human Resources Sub-Committee to identify the future human resource priorities for the public service.

Government is committed to becoming an employer of choice and recognizes that human resource planning can move the organization closer to this reality by ensuring that human resource practices are aligned with the strategic direction of the organization.

Departmental Human Resource Plan

Human resource planning is essential if departments expect to address critical human resource issues and provide solutions to challenges and changes in the workplace. Some of those challenges include: changing demographics of the workforce, recruiting to specialized positions, and the impact of changing technology.

The departmental human resource planning process is outlined below:

Strategic Direction of the Department
Establish strategic direction of the department and understand impact on the future work of the department.

Organizational Assessment
Conduct organizational assessment including environmental scan and workforce profile.

Forecast Human Resource Requirements
Assess future staffing demands, assess future job requirements, identify core competencies, examine organizational structure and human resource practices.

Gap Analysis
Compare workforce profile with future requirements and human resource practices with strategic direction, identify shortages/surpluses, critical human resource issues.

Develop and Implement Human Resource Strategies and Actions
Identify strategy options, conduct cost/benefit analysis, select best alternative and implement.

Evaluate Human Resources Plan
Evaluate effectiveness of Strategic Human Resource Plan.

Strategic Direction

Vision, Mission and Values

Vision

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

Mission

Our mission is to make the department vision a reality by providing leadership in the pursuit of excellence and by creating effective learning opportunities for all.

The Department of Education will have acceptable results in the following areas:

- quality of legislation, regulation and policies for public education, continuing education and training
- quality of programs and services for public education, continuing education and training
- public and client satisfaction with the department's programs and services
- accessibility and equity of programs and services
- employee satisfaction

The mission statement of the department is reflected and elaborated in the role and responsibility statements for the deputy minister and all directors.

Values

Values, beliefs and principles are the foundation for leadership and decision-making within the organization. The Department of Education believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

We value:

- our human resources
- public service
- timely and relevant communication
- innovation and creativity
- delivery of high-quality services
- honesty and respect

Goals of the Strategic Plan

- Improve lifelong learning outcomes
- Improve public and client satisfaction with departmental programs and services
- Improve employee satisfaction
- Improve collaboration
- Improve accountability

Mandate of the Department

The Department of Education has a mandated responsibility for all education in the province at the kindergarten, 1 to 12 and post-secondary level. There are two branches within the department (see Appendix 1):

- The *Public Education Branch* is responsible for the education continuum which encompasses kindergarten through to adult learning systems. The branch carries out its work through four divisions:

  - The *Continuing Education and Training Division*
  - The *English Programs Division*
  - The *French Programs Division*
  - The *Student Services Division*

- The *Administration and Corporate Services Branch* is responsible for the provision of services to both internal and external clients in support of the mandate of the department. These services include general administration, financial administration, corporate planning, program evaluation, student assessment, research, technology support, human resources, and pension administration. There are four divisions/sections in the branch:

  - The *Policy, Planning and Evaluation Division*
  - The *Finance and School Board Operations Division*
  - The *Technology in Learning Division*
  - The *Human Resources Section*

Department of Education Strategic Priorities

The Department of Education influences access to learning opportunities and the quality of educational and training services in the province, which are key to our quality of life and economic growth. Several strategic initiatives have been identified by the department to improve learning outcomes and meet increasing demand for specialized knowledge and skills. While the department is committed to leading the development and implementation of the following major initiatives, the required financial and human resources have yet to be identified through the operational planning process.

The following new initiatives will improve literacy skills, healthy child development, the quality of our learning system, and our ability to meet changing labour market needs.

Improve Literacy and Lifelong Learning

The pursuit of learning is key to an individual's lifelong health and well-being. Literacy skills such as reading, writing and numeracy are the foundation skills for learning. Learning needs are changing as the complexity and diversity of requirements increases in our post-secondary and training institutions and in the workplace. There is a critical need to improve early literacy skills and provide programs which respond to changing learners' needs, based on known best practices which improve learning.

Implement the Active Healthy School Communities Strategy

Healthy child development and healthy living strategies are increasingly important priorities in Prince Edward Island. The education sector has great capacity to improve outcomes for children and to assist Islanders to live healthier lifestyles, recognizing that children spend a great deal of time at school, and that healthy lifestyle habits are learned at a young age. The Active Healthy School Communities Strategy defines the role of the education sector within the provincial Healthy Living Strategy. Its implementation can greatly enhance academic and social learning by providing children with knowledge and skills to improve health and well-being throughout their lifetime.

Improve the Quality of the Learning Environment

The quality of the learning environment and learning outcomes are determined to a great extent by available resources and continuous improvement practices. New investments are needed to improve curriculum, class sizes, supports for individualized learning needs, books and materials, infrastructure and technology.

Meet Labour Market Needs

Good access to quality education and training programs are key to our ability to meet the challenge of global competition, innovation in the economic and scientific sectors, and a changing diversified economy. The need for specialized knowledge and skills is growing in new and existing occupations. Research is critical to sustaining socio-economic growth and quality of life. Changing demographic trends are resulting in a decreased supply of tradespeople. The knowledge economy has great potential to widen the gap among Islanders with differing educational levels, and new strategies are needed to prepare young Islanders who choose to go directly from school to work. To address these issues, the department will facilitate collaborative relationships among education and labour market partners.

Organizational Assessment

Workforce Profile

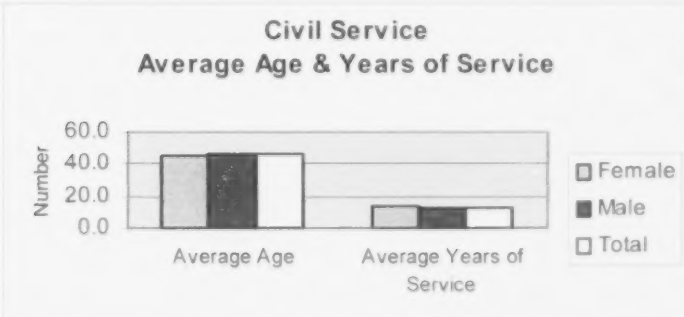
There are 125 employees in the Department of Education. Of these, 62 are permanent and 63 are temporary employees. There are two primary reasons for the large number of temporary employees:

The curriculum development model used by the department requires the assignment of teachers with recent classroom experience to lead the development and implementation of new curriculum and programs. New curriculum initiatives may require the hiring of teachers with different subject or program expertise. This can lead to significant turnover in the divisions of English Programs, French Programs and Student Services which support curriculum and programs in the schools and kindergartens, as teachers move between the Department of Education and the school boards.

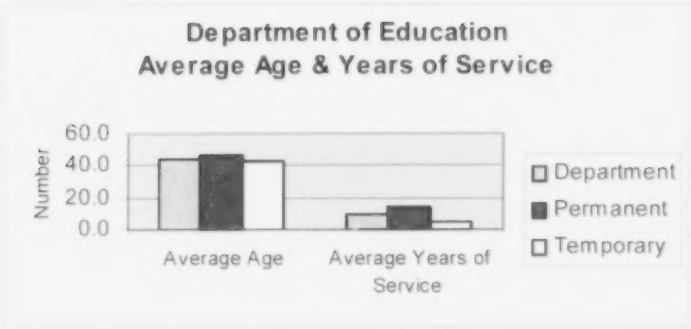
The newly created division of Technology in Learning has also encountered significant short term service issues for personnel. As technology demands have increased for new curriculum, hardware, software and associated technical needs, the human resources required to support the schools and users has increased. Many additional technology and technical support positions have been created within the last five years.

Age and Years of Service

The Department of Education has a lower average age and years of service than the Civil Service. The average years of service has been impacted by the temporary and short-term staffing requirements as previously outlined.



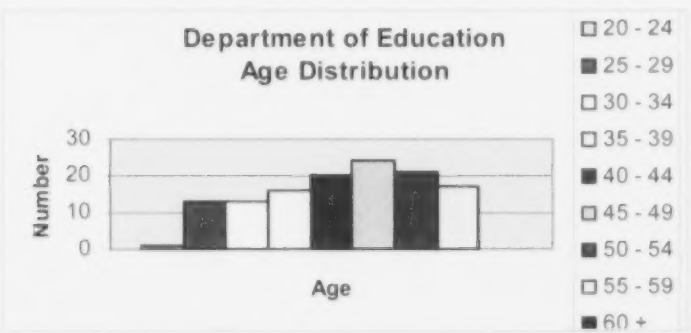
	Avg. age	Avg. years of service
Female	45.2	13.8
Male	46.5	13.1
Total	46.0	13.1



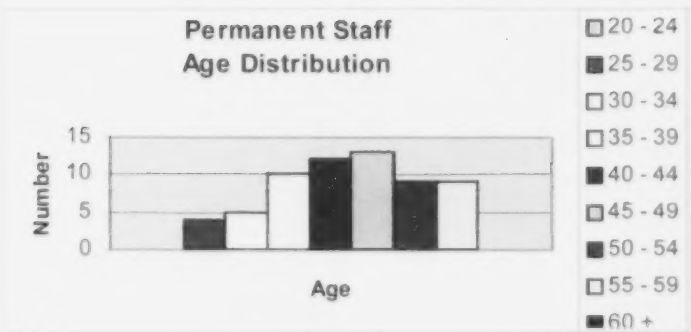
	Avg. age	Avg. yrs. of service
Department	43.9	9.0
Permanent	46.0	13.9
Temporary	43.0	4.3

Age of Employees

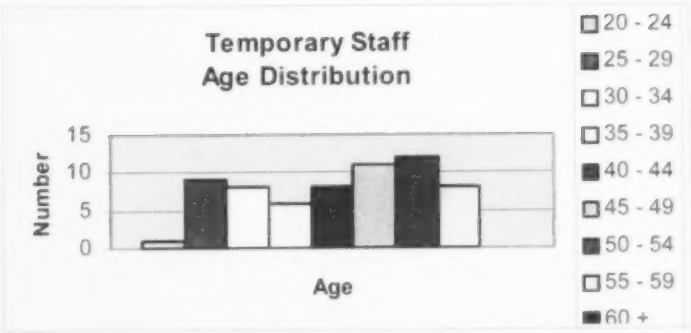
- 34% of Department of Education staff are under 40, and 31% of staff are over the age of 50.
- 30% of permanent staff are under 40, and 30% are over the age of 50.
- 38% of temporary staff are under 40, and 32% are over the age of 50.
- There is an equitable age distribution in both temporary and permanent staff.



Age of employee	Number
20-39	14
30-39	29
40-49	44
50-54	21
55-59	17
60+	0
Total	125



Age of employee	Number
20-39	4
30-39	15
40-49	25
50-54	9
55-59	9
60+	0
Total	62

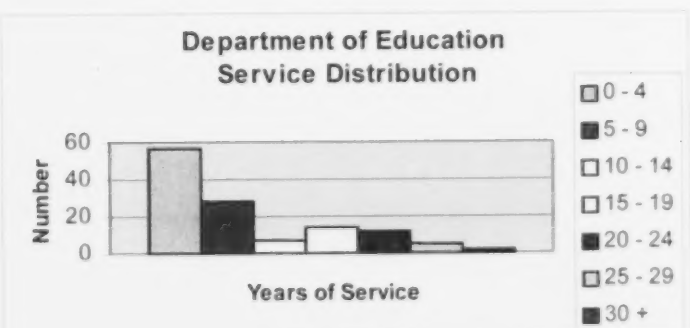


Age of employee	Number
20-39	10
30-39	14
40-49	19
50-54	12
55-59	8
60+	0
Total	63

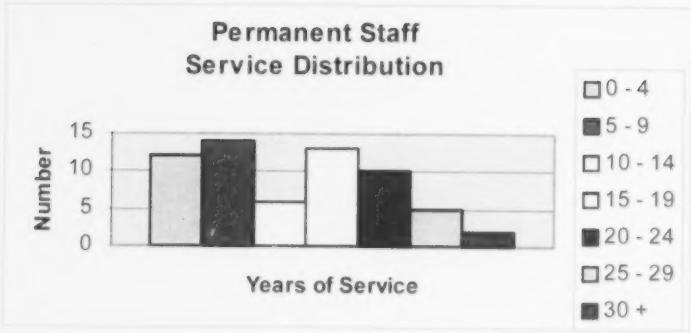
Years of Service

- 46% of Department of Education staff have less than five years of service; 22% have less than 10 years of service; and 15% have greater than 20 years of service.
- 42% of permanent staff have less than 10 years of service, and 27% have greater than 20 years of service.
- 71% of temporary staff have less than five years of service; an additional 22% have between five to nine years of service; and 3% have more than 20 years of service. It should be noted that the years of service refers to the years of service in the Civil Service. It does not include years of service from other public sector organizations such as school boards or post secondary institutions.

In terms of age and years of service, these profiles indicate that the Department of Education is unlikely to encounter significant numbers of retirements in the next five years, as the age distribution is fairly equitable across the various age groups.



Years of service	Number
0-4	57
5-9	28
10-14	7
15-19	14
20-24	12
25-29	5
30+	2
Total	125

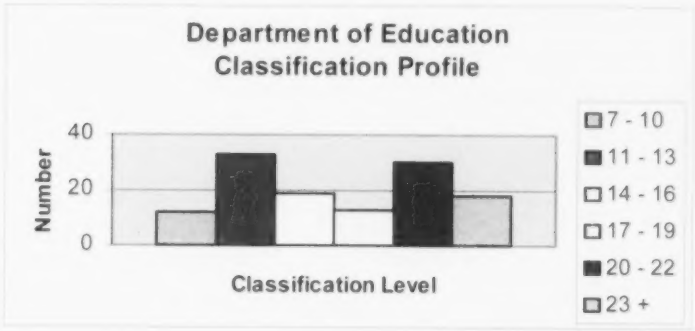


Years of service	Number
0-4	12
5-9	14
10-14	6
15-19	13
20-24	10
25-29	5
30+	2
Total	62

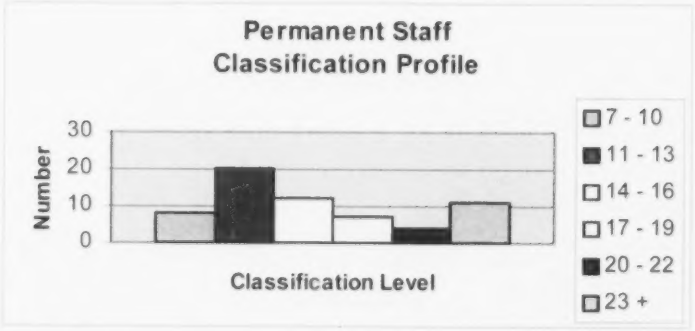
Years of service	Number
0-4	45
5-9	14
10-14	1
15-19	1
20-24	2
25-29	0
30+	0
Total	63

Classification Levels

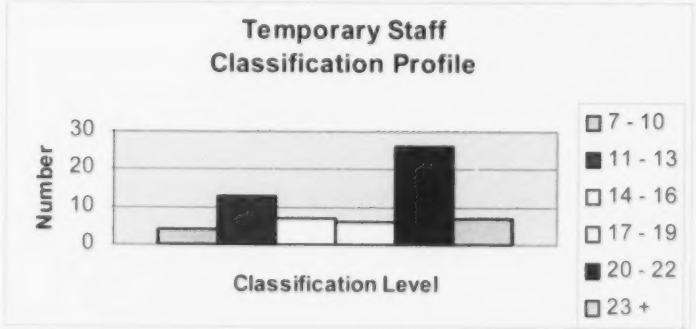
There is consistency in the classification profile of the departmental and permanent staff. The classification levels in the temporary staff profile are affected by a large number of temporary administrative support, information technology, and consultant/coordinator positions.



Classification level	Number
7-10	12
11-13	33
14-16	19
17-19	13
20-22	30
23+	18
Total	125



Classification level	Number
7-10	8
11-13	20
14-16	12
17-19	7
20-22	4
23+	11
Total	62

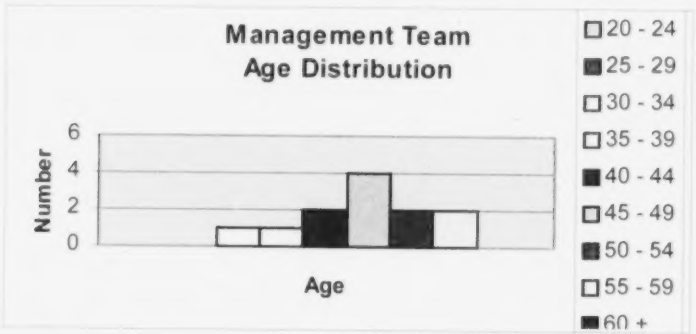


Classification level	Number
7-10	8
11-13	20
14-16	12
17-19	7
20-22	4
23+	11
Total	62

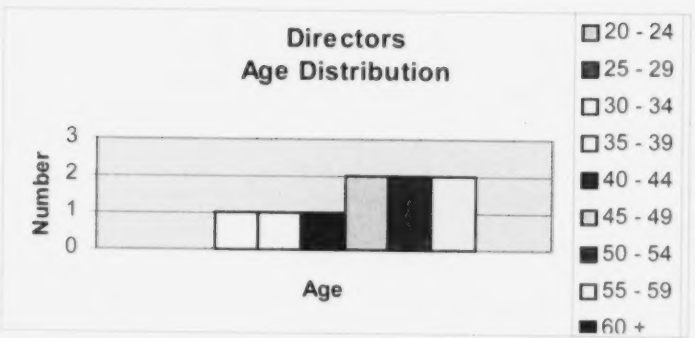
Departmental Management

The departmental management team group includes the deputy minister, directors, communications officer, and human resources manager. The directors group includes directors of all divisions within the department. The management team and directors group has a distribution across all of the age categories; replacement due to retirement should be staggered over a number of years.

Age Distribution

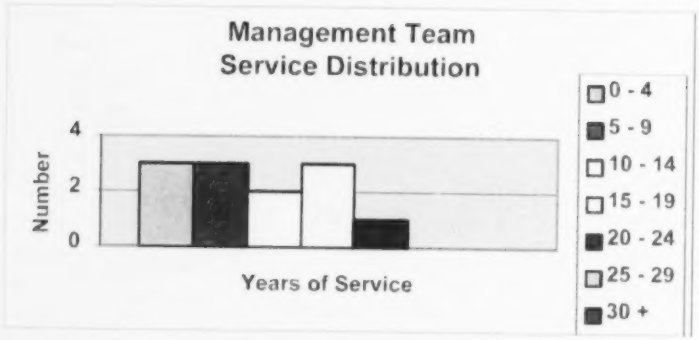


Age of employee	Number
20-24	0
25-29	0
30-34	1
35-39	1
40-44	2
45-49	4
50-54	2
55-59	2
60+	0
Total	12

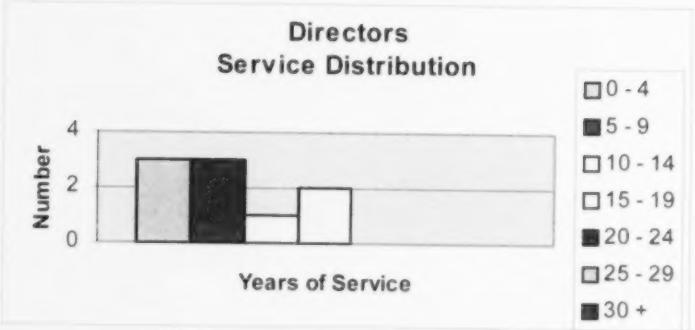


Age of employee	Number
20-24	0
25-29	0
30-34	1
35-39	1
40-44	1
45-49	2
50-54	2
55-59	2
60+	0
Total	9

Service Distribution

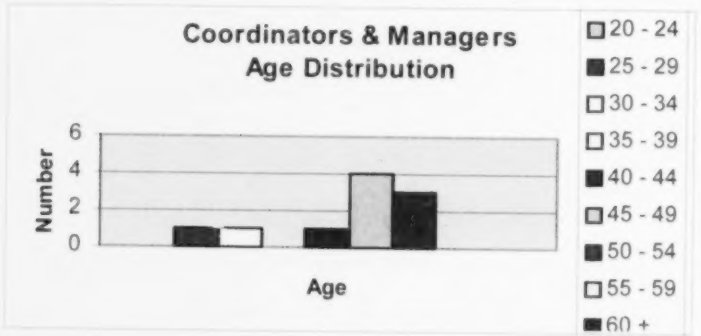


Years of service	Number
0-4	3
5-9	3
10-14	2
15-19	3
20-24	1
25-29	0
30+	0
Total	12

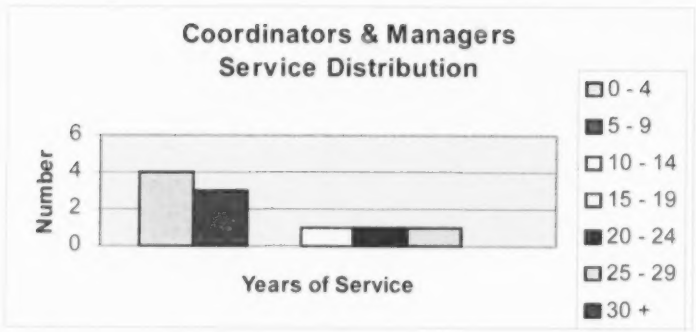


Years of service	Number
0-4	3
5-9	3
10-14	1
15-19	2
20-24	0
25-29	0
30+	0
Total	9

Of the 10 coordinators/managers in the department, two are under 35, four are between 45 and 49, and two are aged 50 to 54.

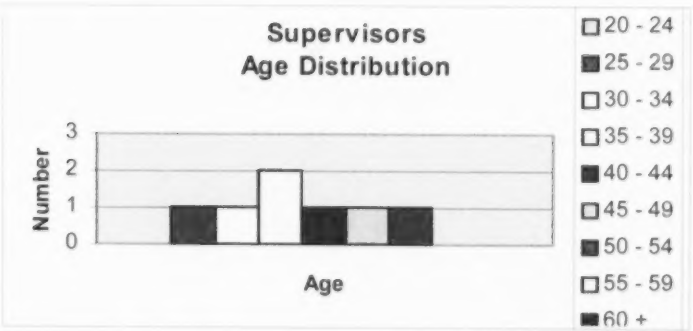


Age of employee	Number
20-24	0
25-29	1
30-34	1
35-39	0
40-44	1
45-49	4
50-54	3
55-59	0
60+	0
Total	10

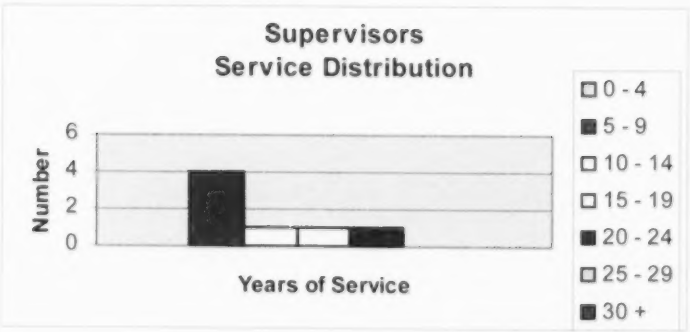


Years of service	Number
0-4	4
5-9	3
10-14	0
15-19	1
20-24	1
25-29	1
30+	0
Total	10

Of the seven supervisors in the department, four are under 40 years of age.



Age of employee	Number
20-24	0
25-29	1
30-34	1
35-39	2
40-44	1
45-49	1
50-54	1
55-59	0
60+	0
Total	7



Years of service	Number
0-4	0
5-9	4
10-14	1
15-19	1
20-24	1
25-29	0
30+	0
Total	7

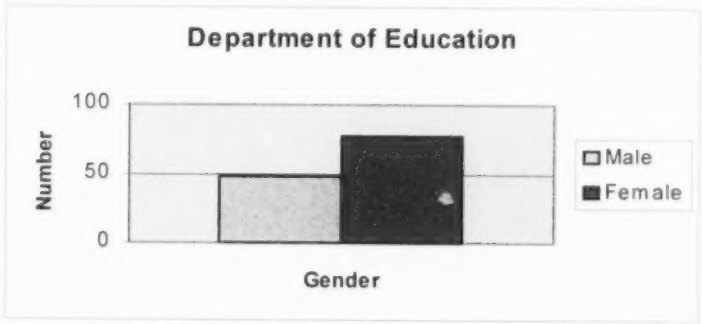
It would appear that the staffing pattern for replacement due to retirements for management and supervisory positions in the department will occur over a number of years. Replacement due to retirement will not affect operations significantly for this reason. The largest factor in replacement for these groups will likely be due to occupational mobility.

See Appendix 3 for a profile of age and service of the employees in each division.

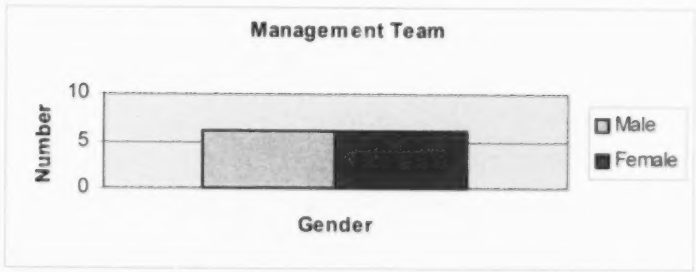
Gender

- 61.6% of employees are female
- 46.2% of management in the department are female
- 53.8% of management in the department are male

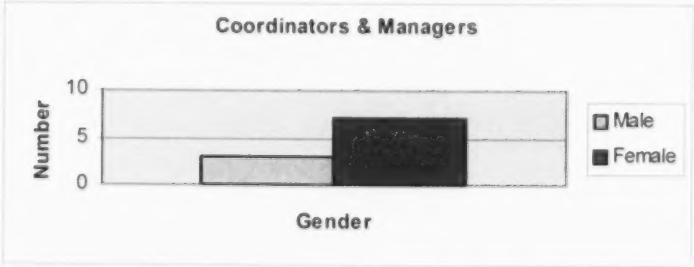
Females are under represented in management positions in comparison to the gender complement of the department.



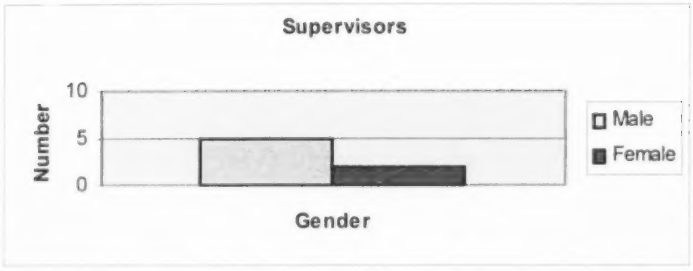
Gender	Number
Male	48
Female	77
Total	125



Gender	Number
Male	6
Female	6
Total	12



Gender	Number
Male	3
Female	7
Total	10



Gender	Number
Male	3
Female	7
Total	10

Diversity

The Diversity and Equity Policy Statement for the Civil Service states, "The Government of Prince Edward Island is committed to providing a positive work environment which recognizes, respects and accommodates diversity of individuals. This policy will foster the development of a public service that is representative of the diverse population it serves."

Although the Department of Education employees participated in the Diversity Survey completed by the Public Service Commission in 2001, a complete diversity profile for the employees of the department is not yet available.

Bilingual Capacity

The Department of Education has a significant number of positions that are bilingual positions due to the client base served by those employees, and the nature of the positions. The department has encountered considerable challenges in recruiting to bilingual positions.

There are employees with bilingual capabilities who are not in bilingual positions. However, there has been no data compiled for a complete bilingual profile of the employees of the department.

Environmental Scan

The following issues are expected to impact human resources in the department over the next three years.

Changing Skill and Competency Needs

To accomplish its goals, the department will need employees with the required abilities and skill sets. It is anticipated there may be some future challenges in recruiting to bilingual positions; educator positions in specialty areas such as math, technology, science, special education, and Reading Recovery; and information technology positions.

The practice of contracting educators from the teaching workforce for curriculum development will continue to create some instability, due to teachers leaving and returning to the school environment. Human resource issues must be addressed to ensure departmental positions continue to be attractive to school board employees.

The department will need to ensure that there is a pool of specialized staff for consultant positions to develop and implement needed curriculum and program change. A number of permanent coordinator positions will be created in the department to provide continuity and leadership in the curriculum and program support divisions.

The department has funded individual and group learning opportunities through the departmental Employee Development Fund. Such support must continue to ensure employees have the required skills to meet the changing demands of the workplace.

There are many temporary employees in the department, particularly in the division of Technology in Learning. This number should be reduced by the Casual Conversion initiative, which will convert long-term temporary positions to permanent positions and lead to greater stability in the workforce.

A Healthy Work Environment

In a healthy work environment, employees know what their job is and what is expected of them, they receive feedback on their performance and are supported in their workplace.

In the 2002 Department of Education Employee Satisfaction Survey, the voluntary participation rate was 86%. Staff reported high satisfaction in a number of areas, including:

- overall satisfaction working for the department (77.9%);
- open communication with their supervisor (81.9%);

- respect and trust between co-workers (87.3%).

Staff reported lower levels of satisfaction with their performance development process, workload, cooperation between work units and communication in the department. These issues have been identified as priorities for the coming year as human resource strategies are developed.

A section was added to the Employee Satisfaction Survey in 2002 to establish a baseline for satisfaction with the five-year departmental wellness plan. This will enable the department to evaluate the effectiveness of the strategies developed by the Workplace Wellness Committee.

Literacy and Changing Labour Market Demands

The need to increase literacy levels is a significant issue for the education sector. This will require adequate staffing, funding, and evaluation for early literacy programs, workplace education programs, and specialty programs for high school students considering a career in the trades.

The department is currently working with its educational partners to identify the human resource requirements for the delivery of various initiatives related to labour market and career information, and will be incorporating these into the operational plans of the various divisions.

Policy and Planning

As the Department of Education identifies future directions, it is essential that there be additional policy and research support to the kindergarten, 1 to12 and post-secondary system to evaluate and develop new and existing educational initiatives. As requirements for improved student assessment and program evaluation are determined, increased research and policy support will be essential.

In addition, many of the mandated legislative responsibilities of the department require revision and review. There is a critical need for legislative policy support at the departmental level.

Human Resource Management and Information Systems

Human resource management and information systems are critical to high quality service delivery. Tracking human resource information is difficult and complex, and has created difficulties in operational and human resource planning. The Department of Education is involved at a departmental and corporate level in a number of projects to determine the business requirements for these human resource and business information systems, and to explore options. These decisions will have a significant impact on human resource planning for the education system.

Human Resource Goals

Human resource goals for the department are linked to the strategic plan, and guided by the corporate goals in the Corporate Human Resource Strategy document.

Corporate Human Resource Goals

- Improve recruitment of qualified individuals based on competence and ability to meet the needs of the organization
- Improve leadership and learning opportunities in the Civil Service to adapt and transform the organization to meet changing needs
- Improve workplace well-being
- Improve alignment of employee goals to department and government goals
- Improve employee commitment to the organization
- Improve alignment of human resource planning to business planning

Department of Education Strategic Goals

- Improve lifelong learning outcomes
- Improve public and client satisfaction with departmental programs and services
- Improve employee satisfaction
- Improve collaboration
- Improve accountability

Department of Education Human Resource Goals

- Improve the quality of services to internal and external clients
- Increase the level of satisfaction with a positive work environment
- Improve the quality of human resource planning

Human Resource Strategies and Key Performance Measures

Recruitment and Retention

- Ensure supply meets demand for the following specialist positions:
  - consultants/coordinators in special education, Reading Recovery, science, math, technology
  - information technology positions
  - bilingual positions (administrative support, consultants/coordinators)

- Ensure that positions in the department are attractive to school board employees by streamlining processes and clarifying issues related to benefits and pensions for staff moving between school boards and the Department of Education.

- Improve the performance development process and ensure continued access to training and development opportunities.

- Identify the diversity of the workforce and the bilingual capacity of the department.

- Increase stability in the workforce through the Casual Conversion Initiative

Key Performance Measures

- Positions filled with qualified candidates
- Strategies developed for problematic recruitment areas
- Strategies developed to address benefit/pension issues for staff moving between Department of Education and school boards
- Bilingual and diversity profiles completed for the department
- Numbers of individual and group applications for training and development opportunities
- Increased satisfaction with the performance development process

Healthy Work Environment

- Improve employee wellness, effective feedback processes, and employee development.

- Monitor the Employee Satisfaction Survey, the five year Wellness Plan, and the Employee Development Fund, and adapt as required (see Appendixes 4 and 5).

- Review and improve the performance development process.

Key Performance Measures

- Employee Satisfaction Survey participation rates
- Levels of employee satisfaction
- Strategies developed in priority areas
- Individual and group applications for training and development opportunities
- Increased satisfaction with the performance development process
- Increased satisfaction with priority areas in the departmental Wellness Plan
- Number of employees participating in flexible work options

Human Resource Planning

- Integrate HR planning into the business and operational planning cycle of the Department.

- Determine additional HR requirements for strategic initiatives and operational priority areas:
  - Labour market and career information
  - Literacy
  - Policy and research support
  - Legislative support
  - Human resource management and information systems
  - Additional curriculum and program supports
  - Occupational Health and Safety for school boards
  - Active Healthy School Communities
  - Increased technical assistance for the 1 to12 school system
  - Human resource planning for the education system

Key Performance Measures

- Human resource planning integrated into operational planning cycle
- Human resource requirements determined for future initiatives
- Human resource requirements determined for corporate support of initiatives
- Human resource strategies developed for priority areas

Human Resource Management and Information Systems

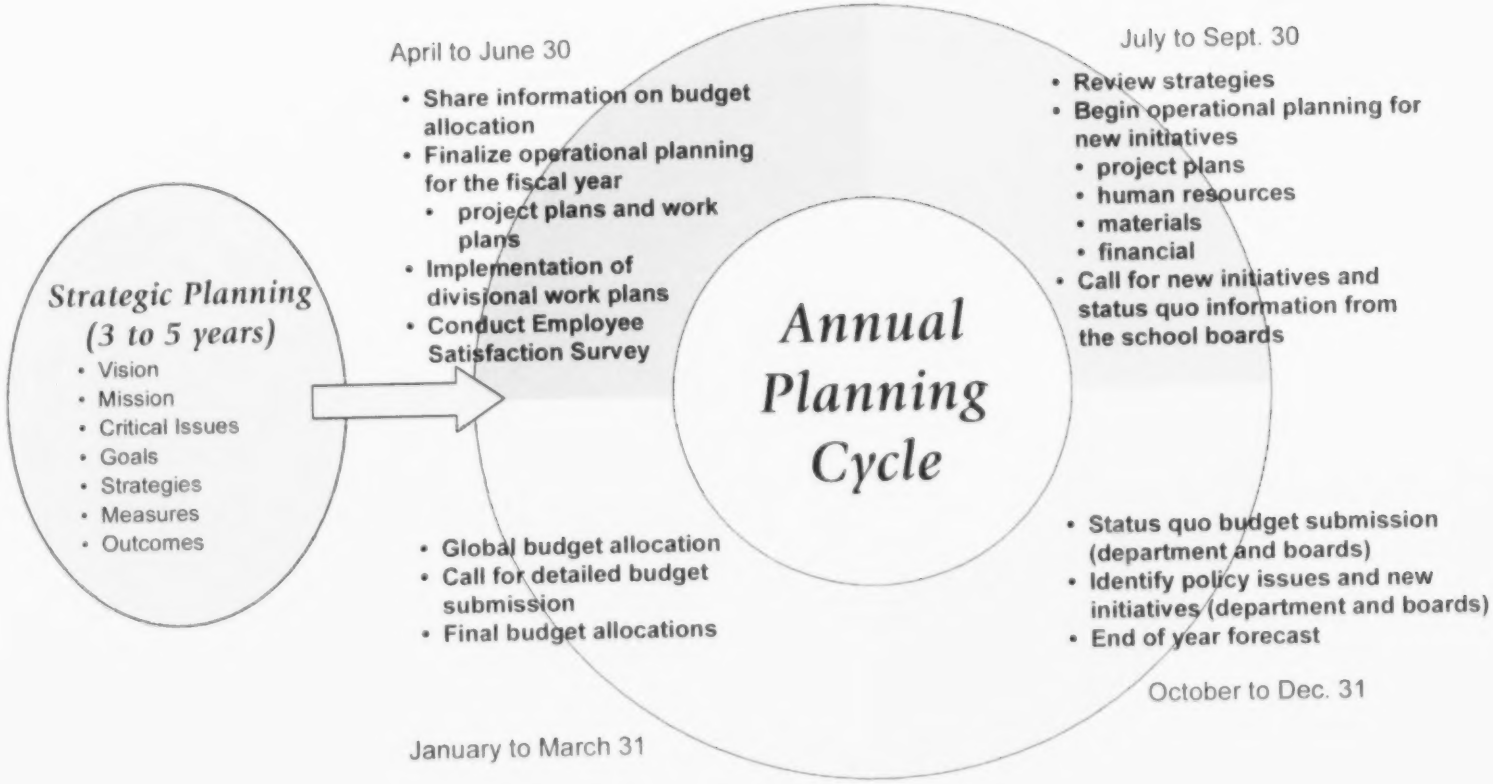
- Improve the ability of the department to complete its human resource and operational planning, and to compile and synthesize data in a meaningful way.

- Continue to work as part of the IT Governance Committee on the public sector Human Resource Management System initiative.

Key Performance Measures

- Participation in HRMS committees to identify issues, determine requirements and possible solutions; involvement in testing of prospective application systems

Department of Education Planning Process

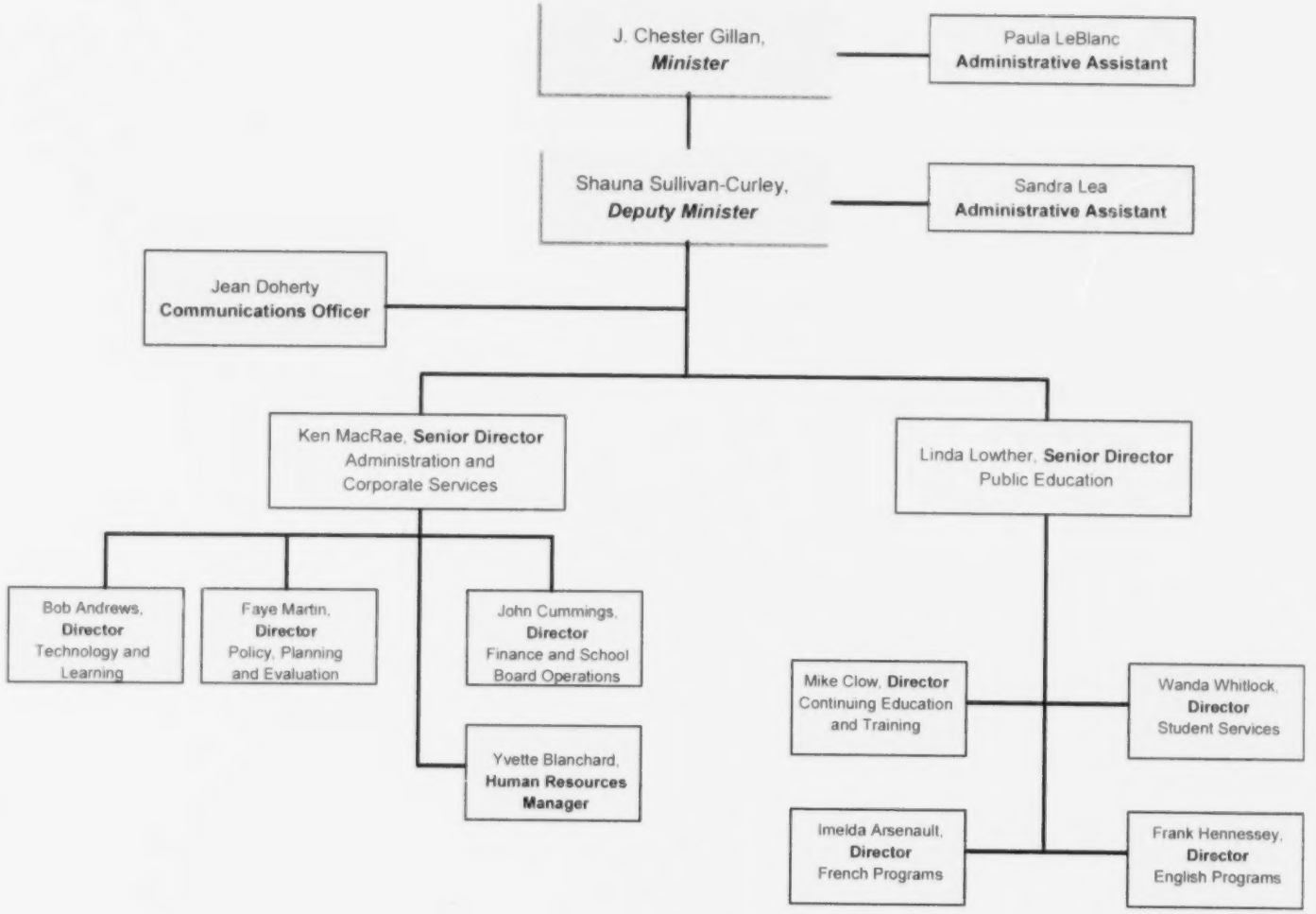

Strategic Planning
(3 to 5 years)
• Vision
• Mission
• Critical Issues
• Goals
• Strategies
• Measures
• Outcomes
Annual Planning Cycle
April to June 30
• Share information on budget allocation
• Finalize operational planning for the fiscal year
• project plans and work plans
• Implementation of divisional work plans
• Conduct Employee Satisfaction Survey
July to Sept. 30
• Review strategies
• Begin operational planning for new initiatives
• project plans
• human resources
• materials
• financial
• Call for new initiatives and status quo information from the school boards
• Status quo budget submission (department and boards)
• Identify policy issues and new initiatives (department and boards)
• End of year forecast
October to Dec. 31
• Global budget allocation
• Call for detailed budget submission
• Final budget allocations
January to March 31

Appendixes

- Department of Education Organizational Chart
- Roles and Responsibilities of the Human Resources Manager
- Divisional Profiles
- Department of Education Wellness Plan
- Department of Education Employee Development Fund

Department of Education

Reporting Structure to the Minister, Deputy Minister and Senior Directors
(2002-2003 School Year)


J. Chester Gillan, *Minister*
Paula LeBlanc, **Administrative Assistant**
Shauna Sullivan-Curley, *Deputy Minister*
Sandra Lea, **Administrative Assistant**
Jean Doherty, **Communications Officer**
Ken MacRae, **Senior Director**, Administration and Corporate Services
Linda Lowther, **Senior Director**, Public Education
Bob Andrews, **Director**, Technology and Learning
Faye Martin, **Director**, Policy, Planning and Evaluation
John Cummings, **Director**, Finance and School Board Operations
Yvette Blanchard, **Human Resources Manager**
Mike Clow, **Director**, Continuing Education and Training
Wanda Whitlock, **Director**, Student Services
Imelda Arsenault, **Director**, French Programs
Frank Hennessey, **Director**, English Programs

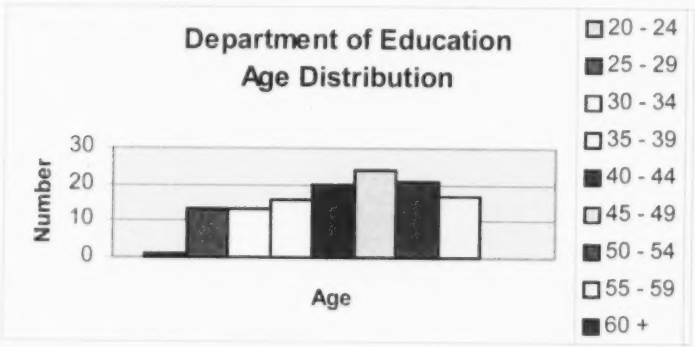
Appendix II
Roles and Responsibilities of Human Resource Manager _____

The human resources manager is responsible for results in:

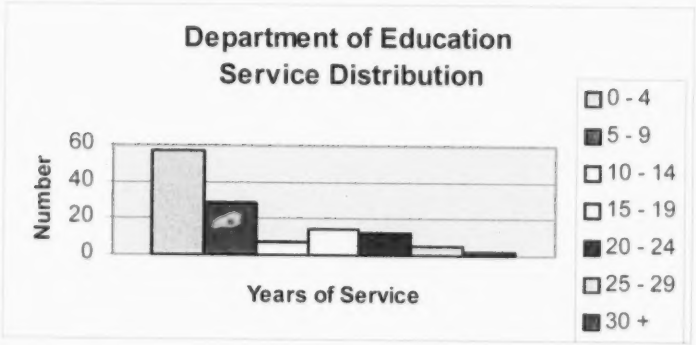
- The quality of advice and assistance in the application of personnel and administrative policies
- The quality of payroll and personnel transactions
- The quality of advice and assistance to management and staff across the department in all aspects of human resource policy
- The quality of advice and assistance to school boards on human resource policy and practice, and human resource planning.
- The quality of advice and assistance in staffing and position classification
- The quality of collective agreement interpretation
- The quality of the performance development process
- The quality of consultation with the Public Service Commission and departmental human resource managers to develop consistent policy and practices within the civil service
- The quality of employee centered policies and processes within the department
- The quality of human resource representation in labour negotiations
- Employee performance
- Employee satisfaction
- Other duties as assigned by the senior director or deputy minister

Revised February 17, 2003

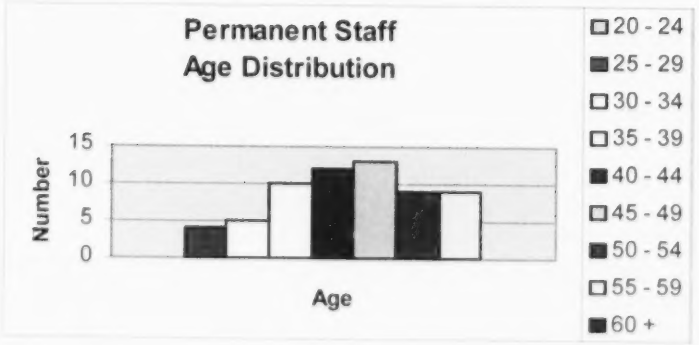
Appendix III
Divisional Profiles



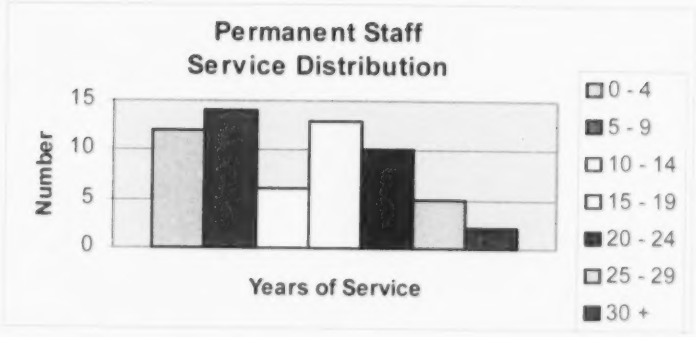
Age of employee	Number
20 - 24	1
25 - 29	13
30 - 34	13
35 - 39	16
40 - 44	20
45 - 49	24
50 - 54	21
55 - 59	17
60 +	0
Total	125



Years of service	Number
0 - 4	57
5 - 9	28
10 - 14	7
15 - 19	14
20 - 24	12
25 - 29	5
30 +	2
Total	125



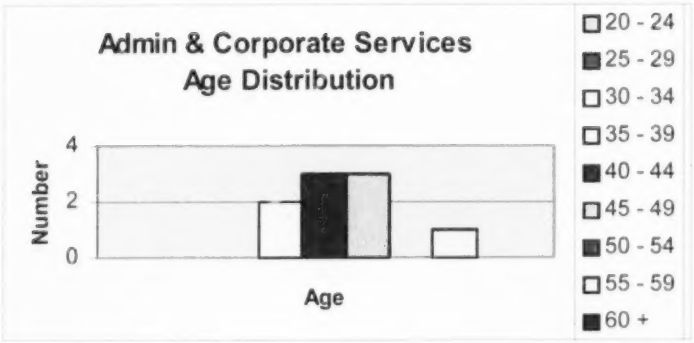
Age of employee	Number
20 - 24	0
25 - 29	4
30 - 34	5
35 - 39	10
40 - 44	12
45 - 49	13
50 - 54	9
55 - 59	9
60 +	0
Total	62



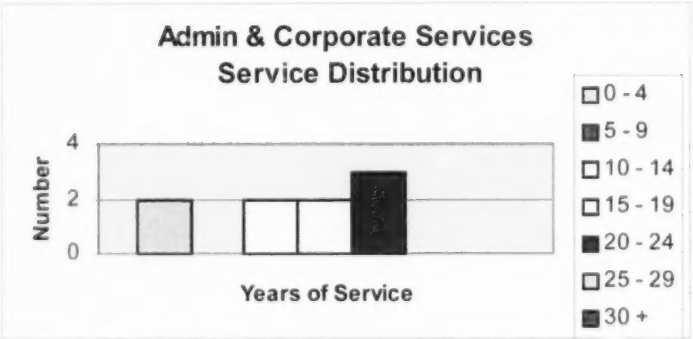
Years of service	Number
0 - 4	12
5 - 9	14
10 - 14	6
15 - 19	13
20 - 24	10
25 - 29	5
30 +	2
Total	62

Age of employee	Number
20 - 24	1
25 - 29	9
30 - 34	8
35 - 39	6
40 - 44	8
45 - 49	11
50 - 54	12
55 - 59	8
60 +	8
Total	63

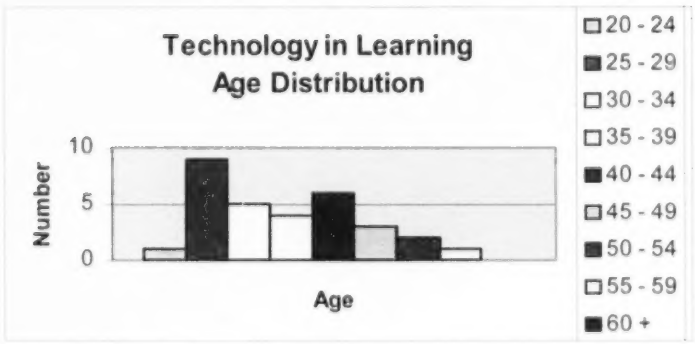
Years of service	Number
0 - 4	45
5 - 9	14
10 - 14	1
15 - 19	1
20 - 24	2
25 - 29	0
30 +	0
Total	63



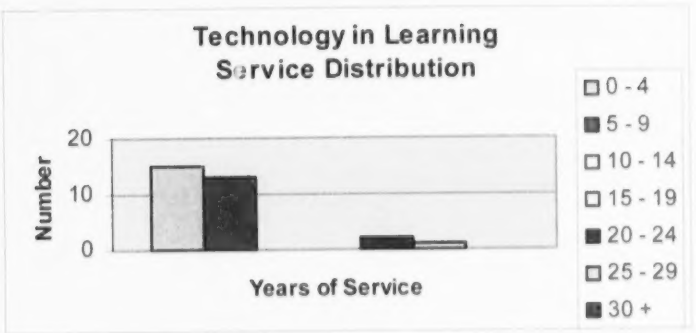
Age of employee	Number
20 - 24	0
25 - 29	0
30 - 34	0
35 - 39	2
40 - 44	3
45 - 49	3
50 - 54	0
55 - 59	1
60 +	0
Total	9



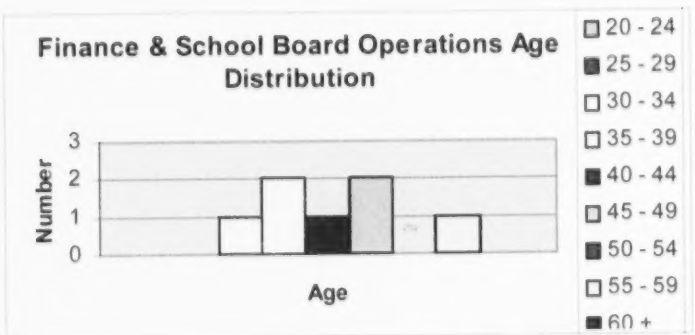
Years of service	Number
0 - 4	2
5 - 9	0
10 - 14	2
15 - 19	2
20 - 24	3
25 - 29	0
30 +	0
Total	9



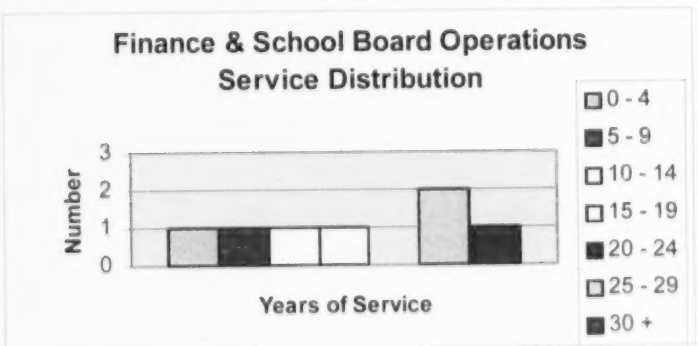
Age of employee	Number
20 - 24	1
25 - 29	9
30 - 34	5
35 - 39	4
40 - 44	6
45 - 49	3
50 - 54	2
55 - 59	1
60 +	0
Total	31



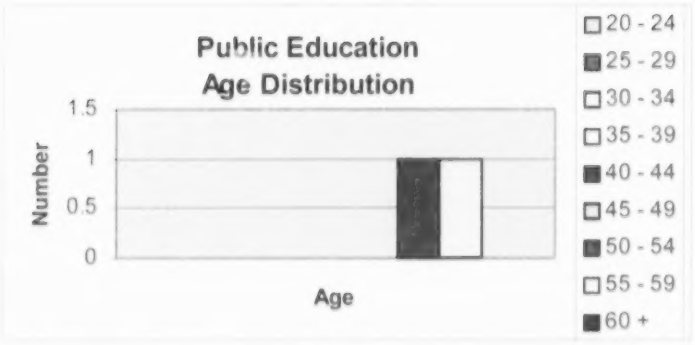
Years of service	Number
0 - 4	15
5 - 9	13
10 - 14	0
15 - 19	0
20 - 24	2
25 - 29	1
30 +	0
Total	31



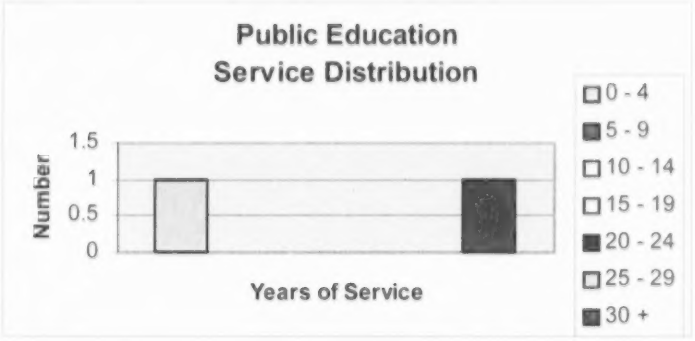
Age of employee	Number
20 - 24	0
25 - 29	0
30 - 34	1
35 - 39	2
40 - 44	1
45 - 49	2
50 - 54	0
55 - 59	1
60 +	0
Total	7



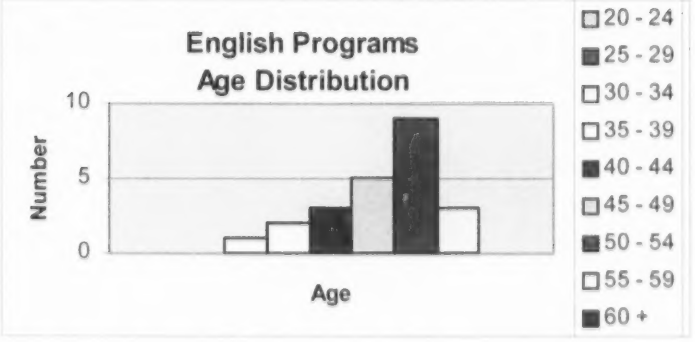
Years of service	Number
0 - 4	1
5 - 9	1
10 - 14	1
15 - 19	1
20 - 24	0
25 - 29	2
30 +	1
Total	7



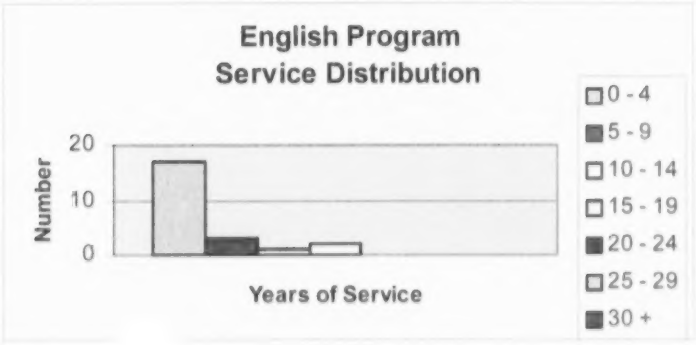
Age of employee	Number
20 - 24	0
25 - 29	0
30 - 34	0
35 - 39	0
40 - 44	0
45 - 49	0
50 - 54	1
55 - 59	1
60 +	0
Total	2



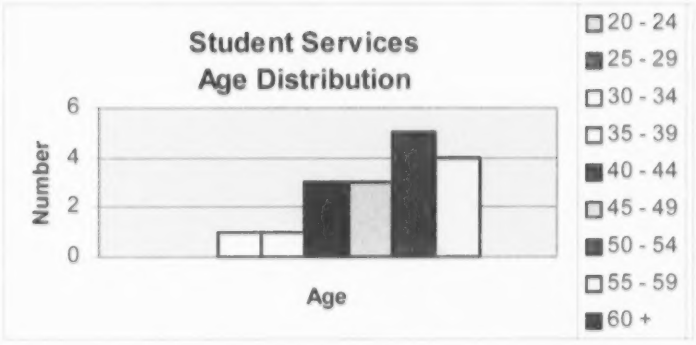
Years of service	Number
0 - 4	1
5 - 9	0
10 - 14	0
15 - 19	0
20 - 24	0
25 - 29	0
30 +	1
Total	2



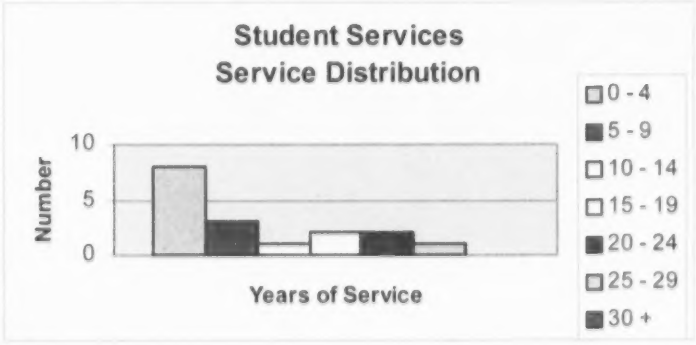
Age of employee	Number
20 - 24	0
25 - 29	0
30 - 34	1
35 - 39	2
40 - 44	3
45 - 49	5
50 - 54	9
55 - 59	3
60 +	0
Total	23



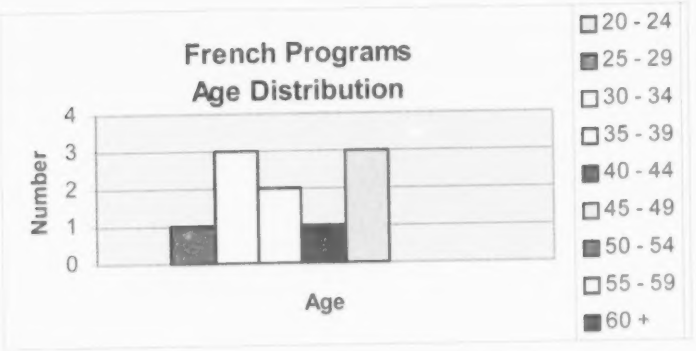
Years of service	Number
0 - 4	17
5 - 9	3
10 - 14	1
15 - 19	2
20 - 24	0
25 - 29	0
30 +	0
Total	23



Age of employee	Number
20 - 24	0
25 - 29	0
30 - 34	1
35 - 39	1
40 - 44	3
45 - 49	3
50 - 54	5
55 - 59	4
60 +	0
Total	17

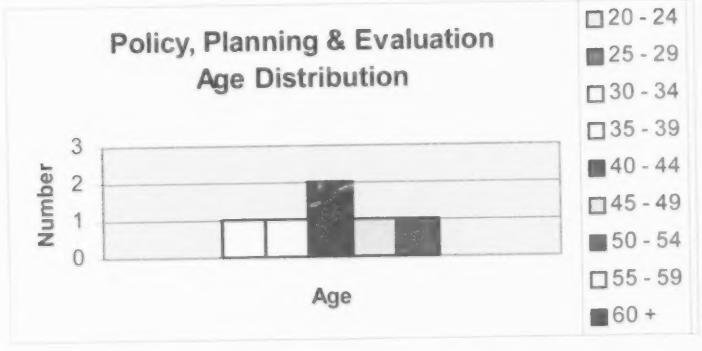


Years of service	Number
0 - 4	8
5 - 9	3
10 - 14	1
15 - 19	2
20 - 24	2
25 - 29	1
30 +	0
Total	17

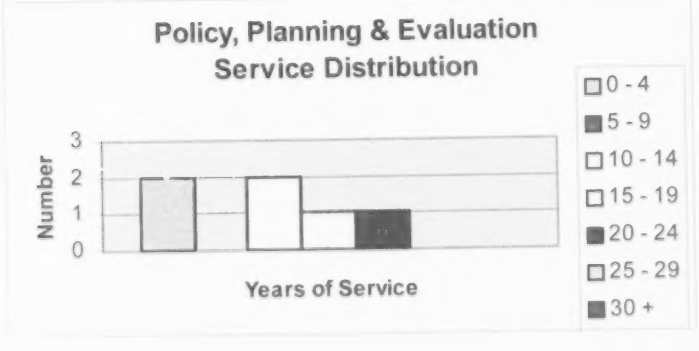


Age of employee	Number
20 - 24	0
25 - 29	1
30 - 34	3
35 - 39	2
40 - 44	1
45 - 49	3
50 - 54	0
55 - 59	0
60 +	0
Total	10

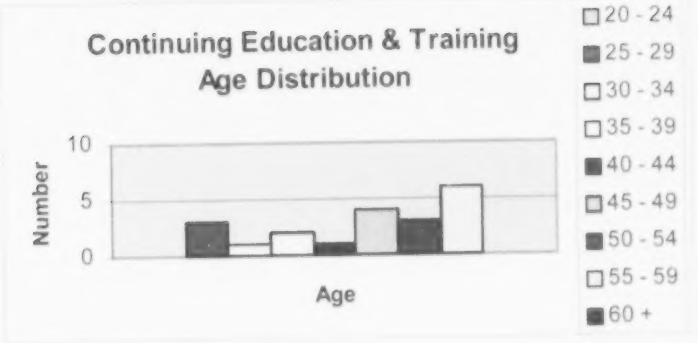
Years of service	Number
0 - 4	6
5 - 9	4
10 - 14	0
15 - 19	0
20 - 24	0
25 - 29	0
30 +	0
Total	10



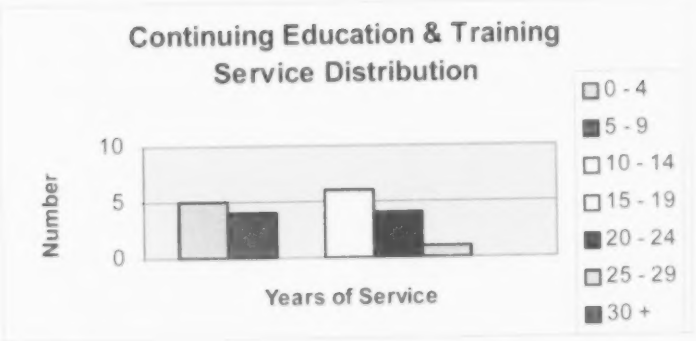
Age of employee	Number
20 - 24	0
25 - 29	0
30 - 34	1
35 - 39	1
40 - 44	2
45 - 49	1
50 - 54	1
55 - 59	0
60 +	0
Total	6



Years of service	Number
0 - 4	2
5 - 9	0
10 - 14	2
15 - 19	1
20 - 24	1
25 - 29	0
30 +	0
Total	6



Age of employee	Number
20 - 24	0
25 - 29	3
30 - 34	1
35 - 39	2
40 - 44	1
45 - 49	4
50 - 54	3
55 59	6
60 +	0
Total	20



Years of service	Number
0 - 4	5
5 - 9	4
10 - 14	0
15 - 19	6
20 - 24	4
25 - 29	1
30 +	0
Total	20

Appendix IV – Department of Education Wellness Plan – May 14, 2003

1. Set Goal	2. Identify Measures	3. Set Standards	4. Identify Strategies	5. Set Objectives	6. Operational Plan
What results do we want to achieve? What are the other requirements?	*How will we be able to know that we have made progress?*	*What would be a satisfactory and challenging level for these results?*	*What new ideas do we have about the ways in which we might achieve these results?*	*Based on these strategies, what would our rate of progress toward achieving our standard look like? (Incrementally on a graph)* *What do we need to achieve by our next deadline?*	*What specific action should be taken in order to achieve the next objective?* *What is our plan for monitoring results?*
EXERCISE MORE					
• To exercise more • To increase level of activity within the department	• Number of people who have increased level of activity • Amount of activity has increased	• 90% of staff achieve 30 minutes of moderate activity every day	• Walking groups/clubs • Education - re: moderate activity levels • Workplace flexibility for activities • Planned activities during the work day • Activity messaging on the computer • Regular health testing/screening B.P./ cholesterol, etc. • Wellness component in PD days • Competitions within department or outside department • Extrinsic motivation for personal achievement, i.e. T-shirts, certificates, plaques, etc.	• 70% of staff achieve activity level of 30 minutes of moderate activity every day by May 2003 • 75% by May 2004 • 80% by May 2005 • 85% by May 2006 • 90% by May 2007	• Get current baseline data on activity level in Employee Satisfaction Survey

1. Set Goal	2. Identify Measures	3. Set Standards	4. Identify Strategies	5. Set Objectives	6. Operational Plan
What results do we want to achieve? What are the other requirements?	*How will we be able to know that we have made progress?*	*What would be a satisfactory and challenging level for these results?*	*What new ideas do we have about the ways in which we might achieve these results?*	*Based on these strategies, what would our rate of progress toward achieving our standard look like? (Incrementally on a graph)* *What do we need to achieve by our next deadline?*	*What specific action should be taken in order to achieve the next objective?* *What is our plan for monitoring results?*
WEIGHT					
• To increase the knowledge of implications of unhealthy weight levels	• Number of educational opportunities • Number of people attending sessions • Percentage of staff reporting improvements in knowledge of healthy body weight	• 100% have access to information • 90% of staff report improvement in weight habits	• Sessions on healthy body image • Healthy "body buddies" (support for lifestyle change on one-to-one basis or group) • Sessions on behaviour and attitude changes, e.g. Diabetes, Heart and Stroke, Cancer societies • Sessions on realistic goal setting for weight • Provide medical testing/screening related to weight • Simple interventions to assist employees to attain healthy weight	• 100% have access to information on healthy body weight	• Obtain baseline data of understanding of healthy weight in Employee Satisfaction Survey in May 2002

1. Set Goal	2. Identify Measures	3. Set Standards	4. Identify Strategies	5. Set Objectives	6 Operational Plan
What results do we want to achieve? What are the other requirements?	*How will we be able to know that we have made progress?*	*What would be a satisfactory and challenging level for these results?*	*What new ideas do we have about the ways in which we might achieve these results?*	*Based on these strategies, what would our rate of progress toward achieving our standard look like? (Incrementally on a graph)* *What do we need to achieve by our next deadline?*	*What specific action should be taken in order to achieve the next objective?* *What is our plan for monitoring results?*
STRESS					
• To reduce individual stress levels	• Number of people reporting reduced stress levels • Number of people indicating access to information about stress management • Number of sessions or opportunities related to stress management • Number of participants in sessions	• 100% of staff report having access to stress-related information/education • 90% of staff report improvement, satisfied with their stress-management practices	• Gather baseline information • Contact Learning Centre - stress test to be self-administered • Offer time-management sessions • Improve individuals' stress-management skills • Develop mentoring relationships for support • Financial planning seminars • Promotion and support from management team for time to attend stress management activities, and tie to corporate culture • Awareness sessions about stress • Access to resources about family issues • Support for staff and work unit who are going through grief process • Develop process to design collaborative approach to workload management	• 100% of staff have access to information on stress management practices	• Get current baseline data on satisfaction with stress-management skills and knowledge of stress-management practices in Employee Satisfaction Survey May 2002

1. Set Goal	2. Identify Measures	3. Set Standards	4. Identify Strategies	5. Set Objectives	6. Operational Plan
What results do we want to achieve? What are the other requirements?	*How will we be able to know that we have made progress?*	*What would be a satisfactory and challenging level for these results?*	*What new ideas do we have about the ways in which we might achieve these results?*	*Based on these strategies, what would our rate of progress towards achieving our standard look like? (Incrementally on a graph)* *What do we need to achieve by our next deadline?*	*What specific action should be taken in order to achieve the next objective?* *What is our plan for monitoring results?*
NUTRITION					
• To increase nutrition knowledge • To improve nutrition habits	• Number of educational opportunities on nutrition • Number of people attending sessions • Per cent of staff reporting improvements in nutrition habits and knowledge	• 100% have access to information • 90% of staff report improvement in nutritional habits	• Regular health screening for blood sugar, cholesterol, weight, etc. • Self-reporting of nutritional habits (baseline) • Seminars by nutrition programs such as Weight Watchers, TOPS, etc. • Cooking seminars • Ensure adequate eating areas so people not eating at desk • Nutrition messaging on the computer • Corporate strategies, such as lobbying for healthier food alternatives for meetings/workshops, in the cafeteria and providing real milk for coffee/tea • Ensure healthy snacks in vending machines • Department theme days, i.e., salad days, healthy snacks, pasta party, etc. (connect with social committee) • Seminars on lifestyle changes	From 2003 onward: • 100% of staff have access to information on nutrition • 100% of staff have participated in a nutritional activity each year • 15% of staff have improved nutritional habits by May 2003 • 30% by May 2004 • 45% by May 2005 • 60% by May 2006 • 75% by May 2007	• Get current baseline data on nutritional knowledge and habits in Employee Satisfaction Survey in May 2002

Appendix V

Department of Education Employee Development Fund Guidelines

Updated June, 2002

Vision

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural, and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities, and other partners to enable them to value the past, embrace the present, and shape the future.

Mission

Our mission is to make the epartment vision a reality, by providing leadership in the pursuit of excellence, and by creating effective learning opportunities for all.

Values and Beliefs

We value:

- Our human resources,
- Public service,
- Timely and relevant communication,
- Innovation and creativity,
- Delivery of high-quality services, and
- Honesty and respect.

We believe that:

- Responsibility for learning is shared among individuals, families and communities.
- Everyone has the right to learn.
- Learning occurs in many different ways, in many different places, and at many different ages.
- All learners have the right to access learning opportunities to enable them to reach their potential.

Purpose of the Employee Development Fund

The purpose of the fund is to provide employees of the Department of Education with an opportunity for personal and professional growth and development. The Employee Development Fund supports the vision, mission, values, and beliefs of the department, and contributes to lifelong learning for our employees.

Developing the knowledge and skill base of our workforce is key to providing excellence in public service. This can be accomplished through:

- ***Training*** *– skills required to perform current job responsibilities*
- ***Development*** *– focus on growth and potential for future application*

There is a difference between funding under the Employee Development Fund and funding at the divisional level:

- Funding for training, necessary for the employee to perform his or her work, is the **responsibility of the division/section to which the employee belongs**. This type of training may be employee- or employer- initiated. An example of this is WordPerfect training for staff required to do word processing in the course of their work.

- Funding for development initiatives may be applied for through the **Employee Development Fund.** This is intended to develop skills and knowledge in areas that may not be part of an employee's job at this time, but fits in with current career aspirations. This learning would be identified by the employee in his or her Performance Development Plan, and would be employee-initiated. An example of this would be a seminar on supervision and management for someone who is not presently supervising, but would like to do so in the future.

- The Employee Development Fund will fund the learning opportunity. Other costs, such as travel and accommodation, would be the responsibility of the division.

Eligibility

The following employees are eligible for funding under the Department of Education Employee Development fund:

- Full-time and part-time classified employees working in the Department of Education;

- Relief, seconded, contract, and temporary employees working in the Department of Education, appointed through competition by the Public Service Commission, with a minimum of 12 months continuous service in the department.

Note: Employees who receive tuition reimbursement, and who choose to leave the provincial public service, must repay the full cost of assistance received during the last six months of his or her employment.

Program Funding

Funding for programs is available under three categories:

- Tuition Reimbursement
- Course Subsidization and Individual Development Programs
- Group Development Opportunities

Note: The fund will provide a maximum of $1,200 per fiscal year to any one employee.

Application:

- Please note there are two Employee Development Fund applications on the Intranet; the ***Individual Application Form*** and the ***Application for Group Development***. These can be located at the following site. <http://intranet.edu.pe.ca>

- Criteria considered by the committee in evaluating applications:

    - Does the application support the strategic plan of the department?
    - Is the learning opportunity consistent with the applicant's Performance Development Plan?
    - Does the application offer the employee an opportunity for personal and professional growth?
    - Does the application provide opportunity for networking?
    - Does the application provide a broad exposure to employee development?
    - Does the application offer a futuristic approach, such as new programs, new technology, etc.

Approval:

- The Employee Development Fund Committee, comprised of the human resources manager, the professional development coordinator, and representatives from two divisions, will receive, evaluate, and approve requests.

- Applicants may be asked to demonstrate how they have integrated and applied the content of their first learning opportunity prior to funding being approved for a second time.